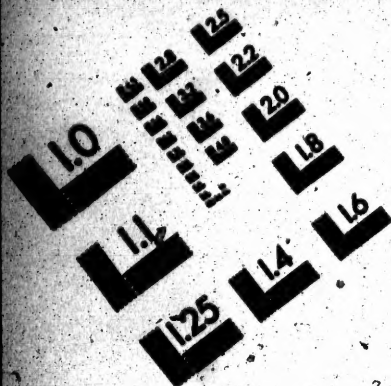
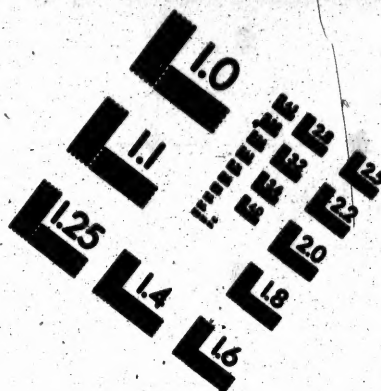




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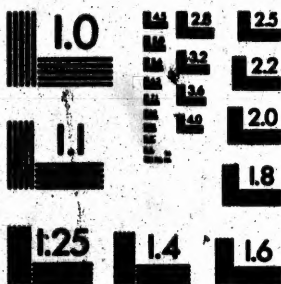
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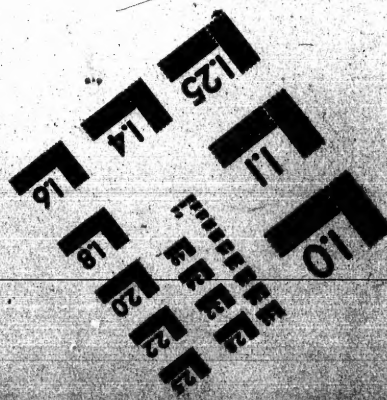
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UNIVERSITY MATRICULATION IN ONTARIO

A Paper (revised) read April 16, 1892, by

JOHN SEATH, B.A.,

High School Instructor,

*Before the Classical, Mathematical, Modern Languages, and Science
Associations of Ontario.*

UNIVERSITY MATRICULATION IN ONTARIO

Our topic is University Matriculation, but we cannot discuss it properly apart from the High School examinations wholly controlled by the Education Department. Many candidates take both the Matriculation and the Leaving examinations; by far the greater number take the purely Departmental examinations, and the options for the latter largely determine the options for Matriculation. University men, too, are beginning to see that, while they possess the right to prescribe the courses of study for Matriculation, no satisfactory scheme can be devised which ignores the predominating influence of the Primary and Leaving examinations. I propose, therefore, to consider in connection with the question of Matriculation, the whole system of related examinations.

First, then, as to

THE PRESENT REQUIREMENTS OF THE MATRICULATION AND JUNIOR LEAVING EXAMINATIONS.

(1) *The standards are different*; that for the July Matriculation being twenty-five per cent. on each paper and forty per cent. of the total; while that for the Junior Leaving is thirty-three and one-third per cent. on each paper and fifty per cent. of the total—a distinction with a considerable difference. The September Supplementals held by the Universities themselves, present a still lower standard for Matriculation. The percentage is nominally the same, but it is an open secret that the papers are easier and the examiners more accommodating than in July.

The following statistics, which, I believe, are substantially correct, speak for themselves:

At the examinations held last July by the Provincial Board, 500 candidates presented themselves. Notwithstanding the fact that only 170 passed, we have at present in the first years of the four chief universities about 333 students, of whom about 198 passed in July or presented *pro tanto* certificates, 65 passed a supplemental, and 70 are non-matriculants, seven of the last, however, having partially matriculated. These totals are made up as follows: In the Provincial University, about 151 passed the July examination or presented *pro tanto* certificates, 24 passed the supplemental, and about 50 are non-matriculants. In Queen's, Trinity and Victoria, 47 passed the July examinations or presented *pro tanto* certificates, 41 passed a supplemental, and 20 have not, or have only partially, matriculated.

(2) *Not all the subjects prescribed for the Junior Leaving and Matriculation Examinations are identical, nor are all the papers the same in those subjects that are identical.*

English, History and Geography, and Civics are obligatory at both; but, while the Matriculation standard is lower, the Junior Leaving is higher. The papers for pass matriculation either provided by regulation that, in these subjects, shall be supplemented by questions adapted to the latter class of candidates, or prescribed for the Matriculants only, in Latin, Greek, and Science, and in Chemistry, and Sight-Work in French and German. The options are also different. For the Junior Leaving, Latin, Greek, French, and Physics; and for the Matriculation, French and German, French and either Chemistry, and German and either Chemistry.

Let us now estimate

THE EFFECTS ON THE UNIVERSITIES AND SCHOOLS, OF THE DIFFERENCES BETWEEN THE EXAMINATIONS.

FIRST, AS TO THE STANDARD.

On the High Schools, the lowering of the Matriculation Pass standard has little direct effect, the number of matriculants is small compared with the number of students in the schools; that for the examinations wholly controlled by the Education Department; the latter, however, dominate the schools; and it is to them we owe the advanced condition of education in this Province. But, on the Universities themselves, the effects of the low standard have been direct and degrading.

(1) *Mere elementary work has been substituted for the higher work which is now being done, in the Universities, in Mathematics, English and Modern Languages, and Science.*

Until 1890 the standard was but too high in each department. No one could pass the examination without having done that, even with the present higher standard, and with equally difficult tests in the July, a candidate may obtain a pass per cent. on a paper and practically know nothing of the subject. In this connection the testimony of High School masters and teachers years maintained that many of the matriculating students are unfit to take the work. I have besides the testimony of the University Faculties, who have maintained that their time is largely wasted in being compelled to do mere elementary school work, the result is a real lowering of the whole standard.

of many matriculants to derive full benefit from them, and to attain the standard even in the undergraduate years.

On the evidence of the report of the University of Toronto, dated April 13, 1905, consisting of the Chancellor, and the President. On page 61 of the Pass Departments of English, French, and German, an average of two per cent. failed in the year; the rejected candidates obtained twenty per cent. instead of thirty-three and one-third per cent. and extremely unsatisfactory conditions. The Board attributes to "the growth of subjects by candidates and to a lack of supervision and direction, arising from the teaching staff to cope with the increasing numbers of students in the undergraduate years." Both of these causes are true, but many will agree with me that there is a far more potent cause of the unsatisfactory results of the average matriculation—namely, mental preparation. The result is a yearly increase in the number of supplemental examinations, and, what is still more, an increase in the number of failures themselves. The Senate and the Board are compelled by force of circumstances to reject a great many of the candidates.

The low Pass standard and the low Honor standard, our University Pass and Honor men—are not the cause of the trouble.

The number of the Honor men themselves are found each year at the University of Toronto, Harvard, and European universities. The defects in their education are not, to the same extent at least, as in our matriculation were as high as is the condition of the Secondary system. In proof of my contention, I may say that my colleagues will bear me out in the statement that the Professional Examinations, the University assistants' certificates, University Pass and Honor—are rejected as insufficient scholarship as for want of preparation.

What our Ontario Universities are doing in post-graduate courses, and in undergraduate courses.

In most University departments, the standards of the graduates are, I believe, high; but the minimum standard is advanced in accordance with the higher educational interests of the country. The inadequate, indeed, has the standard been found, that the University has been forced to raise the standard of certificates to sixty-seven per cent. as prescribed.

This position gives them ample opportunity to give a reliable opinion, mainly on the basis of the year in Ontario as a whole, and of Classical scholarship.

It is not, however, the matriculants, who ap-

pear to be unable to distinguish the different con-
ditions and the different demands of ordinary
schools, and the compositions they send in show
that, so far as concerns real classical knowledge,
they are in a state of almost Cimmerian darkness.
Owing to limited opportunities, I cannot say whether
or not there really has been a decline in the
character of Classical scholarship. I can say, how-
ever, that most of the Pass men and too many of
the Honor men, are not in possession of that accu-
rate scholarship which is necessary for thoroughly
good work in the Classical departments of our High
Schools. It is even possible that there is a connec-
tion between this fact and the smallness of the num-
bers that now take Greek. From the nature of the
case, however, I think it probable that there has
been a decline. Years ago, Classics was the fash-
ionable study. It was then generally supposed, as
even now in some localities, that no one could be a
gentleman who was not a Classic, and, as some will
remember, at one time no pupil could attend a
High School without taking Latin. As a conse-
quence, Classics received the lion's share of attention
and the Classical honor lists were larger than at
present. Of late, however, there have arisen new
and powerful claimants on the teachers' attention,
and the amount of time now devoted to Classics is
just the amount that will insure a Pass. The mod-
ern system of examination has pervaded our schools
with a business-like spirit. Passing examinations has
become one of the exact sciences; and when twenty-
five per cent. in Classics will suffice, not to speak of
the September supplemental, neither teacher nor
pupil considers it to his interest to secure more.
The remedy, of course, is to raise the standard at Matriculation
those attainments which will ensure thorough
and satisfactory undergraduate work; not, as some
advocate, to give Classics a position it does not de-
serve in our scheme of Secondary Education. The
Ontario Classical Renaissance should be a gradual
one, concurrent with the growth of our material and
national prosperity. It would only injure the de-
partment to force it by any system of protection
upon those who have neither the leisure nor the in-
clination to give it the attention it requires.

In my strictures so far, I have had in view chiefly
the University of Toronto. We are better ac-
quainted with its condition than we are with that of
the other Universities, and we have a better right to
discuss it, as it is a Provincial institution. In view,
however, of the fact shown above, that of the
matriculated students in the first years of Queen's,
Trinity, and Victoria, 47 per cent. entered
through the easily revolving doors of a Septem-
ber Supplemental, I am putting the case fairly,
I think, when I assert that my strictures apply with
at least equal force to the standard attained by
these Universities.

SECONDLY, AS TO THE SUBJECTS.

(1) *The present differences between the subjects prescribed for Matriculation and for the Junior Leaving Examination, interfere materially with the organization of our High Schools.*

These differences render impossible in some cases, and difficult in all, a proper economy of edu-
cational forces. An almost complete unification has
now been effected, of the different High School and

Teacher Examinations, and we have secured for one Board of Examiners complete control of all the High School Examinations. Formerly, at the beginning of each half year the Principal was perplexed by the conflicting claims of a dozen different examinations and the construction of his time-table was a never-failing source of trouble. Now, however, while the difficulties of organization will never wholly disappear, most of those that remain, so far as concerns the examination system, are due chiefly to the still existing divergencies of the Matriculation and Junior Leaving Examinations.

(2) There is not that full correlation between the Matriculation and the University courses, which is justified by the present condition of our High Schools.

In the University report from which I have already quoted, the following passage occurs on page 74:

"It is proper to observe that the present difficulty (the need for further teaching strength) is intensified by the fact that many students take French and German without any, or with but the slightest, previous knowledge of the subjects. These elements should be acquired in the High Schools, and not in the University. It is to be hoped that they may, in the course of the next few years, be taught universally in the schools. It is suggested that provision should be made by the University to check the practice of students taking up French and German without proof that they have already acquired an elementary knowledge of them." *Mutatis mutandis*, this quotation, I may add, applies to Science also, for the teaching of which there is now satisfactory provision in the schools of the Province.

As to French and German: the High School reports for 1891 show that French is now taught in all but four schools, and German in all but twenty-two. I know besides that all the staffs are competent to teach French, and about half of the twenty-two are competent to teach German. In most cases, the subject has been omitted by the Principal, simply to reduce the number of his classes. And if not all were competent, experience has shown that the High Schools would respond to any reasonable demand. The blame for the present state of affairs has for years been chargeable to the Universities, which have not constructed their Matriculation schemes in accordance with the capabilities of the Secondary Schools and have shown the Matriculant a consideration which has proved injurious to the interests of Provincial education.

There is, besides, another aspect of this question. Not all the present options for Matriculation have regard to subsequent University courses. The High School programme embraces the departments of Classics, Mathematics, Science, and Modern Languages, with History and Geography. The Matriculation courses recognize all properly, except Science, for which we have now four separate options: French and Chemistry, French and Physics, German and Chemistry, and German and Physics. This provision for Science is not in accordance with any known educational principle. It is simply the solution of a problem in Permutations and Combinations. In fact, the whole system of options is a compromise to meet the views of the passionate of

the different sciences, based on the requirements of the Universities.

(3) The omission of Greek examination discriminates against

The following table, compiled by the Education Department, gives the number of pupils in the different universities in 1891:

	Total.	Ph'n.	Chem.	Phys.	Math.
1877....	9,327	2,128	2,547		
1891 ...	21,011	6,463	5,065	6,288	2,695

These statistics show that, marked increase in other subjects, little in the number taking statement given on p. 58 of the from which I have already quoted. Toronto University there has been increase in the number taking French 132 taking it in 1880 and only 132 in 1891. The condition of Greek is, I believe, practical tendencies of the age, and themselves felt all over the world. consideration however, of the position in our High Schools will show, been another influence at work in the pupil who intends to take Greek, and in a well-organized school, Latin, and then Greek as soon as the initial difficulties of Caesar. such a pupil is at the Primary stage Latin for two years and at Greek for a year. If Greek were made a Primary, as was proposed last year, the course prescribed in it as at present, one would take it; all would be taking the easier option. If, on the other hand, the course were prescribed in Greek as at present, it would be the favorite, because the easiest option. result, I need hardly point out, would be to the general interests of education. stand, Greek, alone, therefore, as a Primary option; and, as the High School has, in almost every case, to provide for modern languages, he continues to learn languages, if possible; thus reducing the number of his classes and economizing time.

(4) According to some, the course for Primary and Leaving Examinations discriminates against Latin and favors Modern Languages.

So far as concerns all the languages, the advantages are, I believe, in favor of the requirements of the University. Science is the most suitable option for who has not a University course in view. Science, again, is the best option for pupils who begin their studies in the ordinary High School entrance of young entrants, it has long been the most girls to take French in the University. As a matter of fact,

which entitles take the Sciences as a compulsory subject in Forms II, III, and IV. These languages have all the advantage of being a favorite examination option. It is true that a large proportion of the people have in view a teacher's certificate or University Matriculation. The curriculum of the nineteenth century was French, German and Science; but, since then, this is offset by the fact that the University Matriculation and the professional examinations.

It is claimed by some that the prescription of Latin for all candidates at the Junior Leaving Examination is unfair to Classics and gives them an advantage. There may be some truth in this. About seven years ago, Latin was made obligatory for Second Class candidates. The opinion was then expressed that it would be contrary to the interests of the State to confer a permanent and Professional on teachers wholly untrained in Modern Science, and to ignore one of the most important developments of nineteenth-century science. Chemistry was then preferred to Latin as a subject of higher educational value, and it was found more easily taught in the then condition of the High Schools. Since then, Leaving examinations were made compulsory for the non-professional examinations, and the value of Science again prevailed; the position of the schools and of the candidates, it was considered unwise to make Latin obligatory for Chemistry. Under these conditions, the rational course for the Universities was to make their Matriculation scheme compulsory on all candidates; and the Education Department to make the examination with Latin or Greek.

It is also objected, that, whereas the examination scheme of examinations equates the importance of the different options,

the Education Department statistics have not shown the distribution of the forms doing the work below the Junior Leaving Examination. In thirty-two schools (ten of which were High Schools), so far (April 1900) in the present year, the percentage in each of the three options is as follows: (I. doing the work for the Primary

they are not of equal difficulty nor of equal educational value; that either Latin or Greek—and Greek, in particular—is equal to both French and German, or to an indefinite number of the Sciences. This is a matter on which, owing to the construction of human nature, some of the promoters of the different subjects hold opposite and extreme views. Without classifying myself, I may state my opinion. It is, I believe, far more difficult to reach in Latin or Greek, and especially in Greek, that state of proficiency in which the literary value of the language is fairly available, than it is to reach the same state in either French or German. The educational, not to speak of the literary value of Latin and Greek, when properly taught and given the necessary time, is greater than that of French and German; and, assuming the requisite mental maturity, it is easier to become fairly versed in a science than in a language, either ancient or modern. But for the ordinary High School entrant the Science option, which attaches less importance to mere memorization and more to correct observation and induction, is more difficult than a Language one. The practical value, however, of French or German is greater than that of either Latin or Greek. So, too, in the case of a science, the educational value of which, besides, is at least as great for the ordinary purposes of life, as that of a language; having due regard, of course, to the fact that, assuming proper receptivity, the science is more readily acquired. It is usually not difficult to determine the relative values of the subjects that constitute a department, for they are parts of an organized whole; but the determination of the relative values of Classics, Moderns, and Science, is a problem, incapable, I believe, of definite solution. The parties interested cannot agree on the conditions, and the conditions themselves vary from year to year in accordance with the changing requirements of our ever-progressing civilization. But the relative value of the different departments is not, I hold, a matter of prime importance, so far at least as our High Schools are concerned. What one department lacks in purely pedagogical value it makes up in greater and more available practical usefulness; and, so far as the languages are concerned, the real differentiation is more marked in the later than in the earlier stages of their acquisition. Most modern and progressive Universities also, as, for instance, London and Harvard, equate Greek, French, German, and some Science, and even so difficult a language as Arabic or Sanscrit. This course, we have reason to believe, has proved advantageous to the Universities and to the general public.

THE PRACTICABILITY OF UNIFYING THE MATRICULATION AND THE JUNIOR LEAVING EXAMINATIONS.

If I have succeeded in expressing the objections to the present examination scheme as strongly as I feel them, it will, I think, be conceded that the subjects for our Matriculation and Junior Leaving Examinations should, if possible, be unified, and that certainly the Matriculation percentage should be raised to that of the Junior Leaving Examination, which is at present the upper limit of our weakest High Schools.

Options.	Latin.	Greek.	French.	German.
Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
10	41	1	43½	10 1/5
87½	30	4½	35	12

may be shown as showing approximately the distribution of the forms doing the work below the Junior Leaving Examination. The increased percentage in the Science option, due to the fact that most who enter the examination are of mature years who enter Form II. In the examination at the Primary last July 1,798 took the examination in Latin; 700, Latin; and 106, German. The distribution of the forms doing the work below the Junior Leaving Examination is shown from the fact, that of the forms I, and II, in 1891, only 2,745 took the examination in Latin or Greek, or German. In 1892, over 40,000 took the examination in Latin or Greek, or German. In 1893, over 40,000 took the examination in Latin or Greek, or German. In 1894, over 40,000 took the examination in Latin or Greek, or German. In 1895, over 40,000 took the examination in Latin or Greek, or German. In 1896, over 40,000 took the examination in Latin or Greek, or German. In 1897, over 40,000 took the examination in Latin or Greek, or German. In 1898, over 40,000 took the examination in Latin or Greek, or German. In 1899, over 40,000 took the examination in Latin or Greek, or German. In 1900, over 40,000 took the examination in Latin or Greek, or German.

Whether there can be a unification of subjects evidently depends upon the objects of these examinations. The object of our High Schools, or, as they have been well called, "the people's Colleges," is, by statute, two fold: to provide for the people a good general education of a better character than can be obtained in the Public Schools, and to prepare pupils for University Matriculation. The object of our universities is to provide that higher culture, which, unfortunately, must always be the privilege of the few. The object of the University and, in one aspect, of the High School, is, therefore, the same—to provide a liberal education for our citizens, the difference being merely one of degree; and, as the Matriculation examination is but the first step in the University course, the possibility of the unification of its subjects with those for the Leaving Examinations, depends simply upon the capabilities of the High Schools and the requirements of the Universities.

I now submit, as my contribution to this important discussion, the following scheme for the unification of these examinations and the harmonization therewith of the Primary—a scheme which, as I shall try to show, meets the objections to the present system as fully as they can be met in the present condition of our Secondary System.

PROPOSED SCHEME OF HIGH SCHOOL EXAMINATIONS.

Senior Leaving Examination.

HONOR PAPERS.

I. *Obligatory*:—English, History and Geography, Mathematics.

II. *Options*:—(a) Latin and Greek; (b) French and German; (c) Chemistry, Physics, Zoology and Botany.

Junior Leaving Examination.

I. *Obligatory*:—English (3), History and Geography (3), Mathematics (3), Physics (2).

II. *Options*:—(a) Latin (3), Greek (2), and French or German (2); (b) Latin (3), French (2), and German (2); (c) Latin (3), Chemistry (1), French or German (2); (d) Chemistry (1), Botany (2), and Zoology (1).

Of the above options, any one might be taken for a teacher's non-professional certificate, and (a), (b) and (c), for Pass Matriculation.

Primary Examination.

I. *Obligatory*:—English (2), History (2), Geography (2), Mathematics (2); Reading, Drawing, and the Commercial Course.

II. *Options*:—(a) Latin (2) and Greek (1); (b) Latin (2) and French (1); (c) Latin (2) and German (1); (d) Physics (2), and Botany (1).

The number in parenthesis after a subject above indicates the number of years of the course therein. In the case of Science it is assumed that the pupil takes up the subject with greater mental maturity than in the case of a language: not so much time is, therefore, necessary.

* Since writing this paper I have thought it might be found desirable to add another Primary option—French and German—for the sake of those who do not wish to take Latin. Such pupils could, of course, omit the Junior Leaving and take the Senior Leaving Examination, if they remained at school.

Modifications of Present

I. The course of study to be presented with the following modifications:

(1) The course in Zoology to be presented with one or two subjects, positively of any text book, and the dissection and studied to be named.

(2) The courses in English Grammar and Arithmetic to be omitted in the Junior Leaving Examination; and in these subjects at the Primary Examinations as they are at the Junior Examinations; and these subjects to be omitted in IV. and at the Senior Leaving Examination.

(3) The examinations in Latin, French, and German prose authors to be omitted, and the poetical authors, when deemed desirable, prescribed.

(4) A larger amount of English Literature prescribed—whole works in every case. At each examination one set of questions on an intimate acquaintance would be asked, another (and the larger portion) on a general acquaintance would be asked, and the themes in composition being selected from the prescribed authors. This implies a description of authors, not of selections from School Reader, for the Primary Examination.

(5) As now with Reading, Writing, and Education in the High School course, of two lessons a week in Science to be given for each division of Form I.; Physics and Botany when flowers are available books not being used; there being no Departmental examination in these except in the case of those who take the Science option and whose special study subjects would begin in Form II.

II. The papers and standard for First Examination, the standard being one mark for each paper and half of the marks obtainable.

III. Supplemental Matriculation Examination to be abolished.

EXPLANATION AND DEFENCE OF THE

A brief explanation of some parts of the scheme will not be out of place.

FIRST, AS TO THE COURSE.

The scheme, I believe, correlates, in the present conditions of the Secondary Education, the High School and University. The Senior Leaving Examination covers all the Blake scholarships but two, Classics, and Moderns and Science groups cannot be prescribed for this. This defect is due to the fact that, for First Class teachers, the examinations include the Honor courses in English, and History and Geography. Additions to the proposed necessary present an examination beyond the level of the average candidate and the School. The Junior Leaving Examination covers the options (a), (b), and (c), and the Mathematical, a Modern Language,

system of options is all that is needed or should be expected.

Objections have been taken to Zoology, some to the text-book, and others to the subject itself. As to the book : it is now no longer authorized ; the teacher may use whatever book he pleases, and the plan I suggest in reference to this subject meets any difficulty on this score in the best way possible. The more we make of the teacher and the less we make of the text-book in every department, the better for the pupil and the better for the public. The subject of Zoology itself is, I find, in the schools where it is properly taught, one of the most popular and interesting on the programme. A Science course, too, which would ignore one of the two manifestations of life would be a lop-sided one, productive of narrow and erroneous views on the part of the ordinary student, besides being an inadequate preparation for a University Science course. We must not forget, either that, from the educational standpoint, Zoology has as much right to a place in a Science course as French or German grammar has in a Modern Languages course. Language teachers will also, no doubt, see that, without Zoology, the proposed Science option for the Junior Leaving Examination would not be nearly so difficult as any of the others. On the effects of such an arrangement I need not expatiate.

As to the omission of English Grammar and Arithmetic : Our schools are so organized that no matriculant could enter a University without a fair acquaintance with both of these subjects. I do not undervalue an accurate knowledge of the logical structure of our language or of the principles of numbers, or the mental training given by either ; but, I do maintain that they now receive an unnecessary amount of attention. I object to philological discussions beyond the capacity of High School pupils and to mere memorization of unimportant facts, and I object just as strongly to the theory that, to be a good arithmetician, a boy or a girl should have solved in school, every conceivable form of problem. After a course in Forms I. and II., the pupil who reaches Form IV. will attack the higher problems in language and numbers with more zest, greater mental capacity, and a wider range of cognate knowledge. The omission of these subjects will also allow of more thorough work in the others and will lighten the labor of school organization. In educational matters Ontario is a law unto itself ; but it will not be amiss to remember that there is no other country in the wide world in which so much time is given as we give, to English Grammar and Arithmetic.

The limitation to sight work, of the examination in Latin, Greek, French, and German prose, while poetical authors may be prescribed, needs no justification. It is as far, I think, as we should go in this direction at present. Such a course would reduce the course of cram and would do more than anything else to make language study what it may be, and what, in most cases, it certainly is not now, a powerful instrument of intellectual training.

As to the English Literature : The object of a High School course is, I take it, to form in pupils good literary taste and the habit of intelligent and appreciative reading. This habit can be acquired only by the minute study of a comparatively

with a sub-department of History and a matriculant, therefore, may select a University course, so far as the High School is concerned, it, before he enters the University, can secure special preparation. He also enters with a knowledge of at least one modern language and of that science which is the foundation of the other sciences and which the High Schools are now competent to teach. In many years, both French and German should be made obligatory ; but the contention that the High Schools would not justify this is not sound.

Not all, as I have shown, are competent to teach both French and German ; and the scheme I have proposed would, with one Modification, make a larger demand on the schools than the scheme which now obtains. The Universities refuse to do elementary work, as is suggested in the University programme referred to, the High Schools will not refer to the changed circumstances. The option (d) for both the Senior and Junior Leaving Examinations is necessary in the case of the Public School teacher and of the High School pupil, who has neither the time nor the inclination to take up properly an advanced modern language.

The courses for the Primary correspond to those of the Junior Leaving Examination, and I think I am claiming that the scheme as a whole is the best for the courses for the different examinations. The present discrimination against the Primary men will, no doubt, see that it is on an equal footing with the High School programme. It provides a system of examinations adapted to the requirements and the capacity of the High School pupil who has in view the Junior Leaving certificate nor a University course. The pupil, indeed, whose claims should be recognized in any scheme of secondary education.

The proposal, proposed by some in the interests of the matriculant, to make Latin or French or German obligatory at the Primary or at least at the Junior Leaving Examination. This proposal could not, I think, be entertained. Not all candidates for the Primary are able to attend a High School, nor are they prepared for this examination at the Primary ; and, consequently, an option in a modern language or in Latin and Greek at the Public School course is indispensable. The other, and still graver objection, is that the Primary is the medium of a language presented to the pupil so practically nor so educationally as in the case of Latin and Botany when taught as they are in most of the High Schools. If, in the case of a modern language, or Latin and Greek, were made obligatory at the Junior Leaving Examination, we should have an undesirable interference with the organization of our High Schools. The candidates who had taken science would attempt to acquire the language in a few months or a year. I need not, I am sure, state the value of a language so learned, and, at the advanced age of the matriculant. An elastic and harmonious

limited course (and whether such a course will develop taste depends infinitely more on the culture and the zeal of the teacher than it does on school programmes or examination papers. But really satisfactory results can be secured only by extended familiarity with our best authors. It is, I believe, generally felt that for the proper cultivation of taste, the amount of English Literature now prescribed is quite insufficient. This defect many schools remedy by a system of supplementary reading which indeed, should, under any circumstances, be maintained; but, as not all have adopted this system, and in some quarters an examination is the most powerful incentive, it would be well to adopt the system proposed above, which is but a reproduction of the very admirable system now adopted in the department of English Literature in the Provincial University.

The course proposed for the Primary would, I am sure, prove defective were no Physics and Botany taken by all pupils, no matter what their options might be. For the purpose of general education, my suggestion is a proper one; and it has already been adopted in some of our best schools. It would also secure for the pupil one year's study of Science in Form I. and would allow Botany to be, what in the nature of the subject it should be, the first science taken in the school programme.

The general scheme I submit for your consideration ignores the question of the relative values of the different departments. The examiner will simply assume on the part of the pupil such knowledge of the subject as may be fairly expected after a course of the prescribed length of time. The matter of organization may be safely left to the judgment of the High School Principal.

SECONDLY, AS TO THE STANDARD.

I take the position that the present capabilities of our High Schools and the evils of a low percentage for matriculation necessitate the higher percentage proposed. These evils are intensified by the existence of supplementals which have no justification, I maintain, either in reason or in expediency. The bad effects on the Universities are made still worse by the vicious system of, in some cases, an apparently unlimited admission of non-matriculated students. The High School master who guards the door of his school with the High School Entrance examination needs no mentor on this subject. A scarcity of students, as every one knows, does not justify the present laxity of admission into our Universities. Nor can it be justified on any educational ground.

As to the Supplemental: Those who defend its maintenance, apparently assume that the candidate who passes in some of the subjects in July and in the rest in September is as well prepared as the candidate who in July passes in all the subjects at once; that, assuming the papers to be as difficult, there is no real lowering of the standard in September. This is on a par with the argument that the man who can lift two hundred weight at once is not stronger than the man who can lift them only one by one. If supplementals were maintained, the examiners thereof should, of course, be the same as those at the July examina-

tion; but any argument that applies to the July examination applies also to the Junior examination, and it would be unwise, not to say impracticable, to put into motion in September the expensive machinery of the July examination. Some maintain, and I think rightly, that it is unjust to put back for a whole year a candidate of a slight failure a young man, or even the average candidate, or to reject a candidate who has failed a little in one or two departments; and that, in such cases, a supplemental is indispensable. To this reasonable objection, the Board has only to say what the Education Department does at the Entrance Examination: it has only to say that all such extenuating circumstances are taken into consideration when passing judgment upon a candidate. Better pass a candidate at the July examination, his age and his general standing justify him, than put him and the University to the expense of a second examination. The amount of knowledge he can cram up during the month of August is worth little as a preparation for University work, while the examination he gives him a plausible pretext for lowering the standard to those who think apparently that the influence of a University depends on the numbers it has on its roll than on the quality of the work done by its faculties.

Before I close, let me examine briefly the objections I have heard urged against the proposed percentage.

The main one is the alleged inability of our youth to desire a University course to qualify for a standard at the age when a University course should begin. Let us see what the facts are on this point. Of 1,496 who last July took Primary certificates, thirty-seven per cent. were only sixteen years of age or under—of these, a substantial study would, of course, fit them for the Leaving—and of 1,008 who then took Senior Leaving certificates, nearly forty per cent. were only seventeen years of age. When we consider that most of these candidates take these examinations are teachers' sons, and therefore, older than most of the others, the significance of the figures becomes plain. It is surely time enough to begin a substantial education at the age of seventeen, when the supplemental is a *deus ex machina*—certainly not pass or might have been, but the theory that a University education is available even for the intellectually weak or the naturally slothful, is not justifiable on educational grounds whatever. My own opinion is that it might be a good thing in many of our Universities and the Ontario University did not attempt an education which was not fitted them to receive.

Another objection is that raising the standard would reduce the attendance at the University and exact too much from the High Schools. The latter objection I need not deal with. The Provincial University is concerned, not with the attendance would, for a time, be suffering in disguise. The University has already referred shows that the attendance in the departments is crowded, and cannot

...the standard would for a
...reduce the attendance, but
...In the meantime, that
...endowment which is now un-
...would become productive, and
...would then be better able to cope
...attendance. So far, too, as the other
...concerned, there need be no fear
...that they have put themselves
...for a higher Matriculation stand-
...of one of them has of late
...University advocate of the pro-
...Such a change assumes, of course,
...the re-organization of Matriculation
...for no honorable man or body
...support a high standard for July
...maintain a low one in Sep-

...I might almost omit. It is
...that a higher percentage would shut
...advantages of a University education, the
...who do not take kindly to, or are
...well equipped for, the preparatory
...and that their exclusion would weaken
...of the University and deprive such
...educative associations of University
...is an exotic; it is based, I be-
...ception of the function of a Can-

adian University, and is not in sympathy with the
trend of sentiment on the American continent. In
the last century, as is well known, the great Eng-
lish Universities were, and to a great extent are
still, primarily, places for spending three or four
pleasant years, only incidentally places of instruc-
tion. With late breakfasts, boating, tennis, foot-
ball, and various other amusements and social en-
gagements, the *pass-man* (the prototype, in some
ways, of our unfortunate *pass-man*) has little time
for study, and unless he is much belied, he feels the
want of it just as little. He acts in accordance
with the theory, probably shared by his parents,
that he entered the University in order to enjoy
himself and form useful social connections.* I do
not undervalue the educative influence of Univer-
sity life, and above all, of personal intercourse with
a faculty, each member of which has an enthusiasm
for learning and a lofty ideal of a professor's duties;
but we have not yet an established plutocracy,
much less an established aristocracy. It will be
time enough, I trust, to deal with this question
when it has pleased Providence to afflict us with
these blessings. In the meantime, let us work out
the solution of our educational problems in the
spirit and with the aims of a democratic people.

*See Bryce's "The American Commonwealth," Part VI., Chap.
XI. These three sentences are adapted from this chapter.

